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ABSTRACT

By 1980, all teachers in New Mexico secondary schools must have completed a course in reading in the content areas. This document outlines a pre-student teaching program at the University of New Mexico, with a first semester module that incorporates reading concepts and diagnostic skills that enable students to serve as paraprofessionals or reading tutors in public school reading programs. A sample of the course materials and activities includes the purposes of the program, a calendar, grading schemes, activities to be accomplished, and reading activities that are utilized in the portion of the program that is completed on the university campus. (RL)

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PRE-STUDENT TEACHING PROGRAM

Module I

Departments of Secondary and Adult Teacher Education
and Educational Foundations

at

The University of New Mexico

Albuquerque, N.M.

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LS004056

Teaching Reading in the Content Areas
The University of New Mexico - Pre-Student Teaching Program

By 1980 in the State of New Mexico, all teachers in secondary schools who wish to either become a certified teacher or be re-certified must take a course in Reading in the Content Areas. At the graduate level the student or returning teacher may take this course as part of a regular advanced degree program or it may be taken as a single course offering.

At the undergraduate level in the teacher preparation program several different approaches were developed and researched. In particular in the pre-student teaching program it was decided to incorporate some reading concepts, content, and diagnostic skills to a degree to enable these students to feel somewhat comfortable in their public school placement as tutors in the school reading program. The other part of their school placement would continue to be with content teachers but the emphasis would be on reading problems that content teachers encounter. The role of paraprofessional would continue to be the setting for the pre-student teacher for the first semester of this program.

The attached pages state: The purposes of this program, a sample calender, grading schemes, activities to be accomplished, and some sample reading activities utilized in the University portion of this program. This paper is deliberately incomplete and intended to give the reader a sample of the activities used in the program. Upon request additional materials may be obtained.

THE UNIVERSITY OF NEW MEXICO

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The New Pre-Student Teaching Program In the Departments of Secondary Education and Educational Foundations at The University of New Mexico

INTRODUCTION

The Departments of Secondary Education and Educational Foundations at UNM initiated a new pre-student teaching program in the Fall of 1973, and, with some modifications, the program is continuing. The program involves a two-semester sequence (hereinafter referred to as Module I and Module II) of six credit hour blocks each. The most important consideration motivating this new program is the need to integrate theory and practice into a more meaningful whole for our students.

We believe that it is crucial to the success of the program to enlist the cooperation of teachers and administrators in the schools. Indeed, it is our view that an instructional team consisting of school personnel, university professors, and graduate students is essential if we are to provide more meaningful experiences for university students. Therefore, in both Module I and Module II of the program, students will be engaged in activities at both the UNM campus and in the public schools.

GENERAL PURPOSES OF PROGRAM

It is planned that this pre-student teaching program will provide:

(1) UNM Prospective secondary school teachers earlier and increased amounts of direct experiences with schools and adolescents, a chance to observe and participate in experiences which will assist in a more definite and valid career choice, and a chance to attain more basic definite motivation for the study needed to become a quality professional teacher.

(2) UNM professors of education the opportunity to teach more effectively educational theory and relate it to present day practices, to become better acquainted with UNM prospective teachers, and to provide more valid counseling and guidance.

(3) APS personnel and other educational agencies with a limited degree of para-professional assistance in classrooms and schools and the opportunity to more effectively assist in selecting, preparing, and evaluating prospective teachers.

MODULE I

A. Objectives for Module I of the Pre-Student Teaching Program

This beginning six semester hour block of classroom study and professional laboratory experience should enable the pre-student teacher to develop:

1. a beginning personal philosophy and beliefs about secondary schools and teaching teaching in the classroom today;

2. a knowledge of the characteristics of students in our modern secondary schools and how their needs can most effectively be met in the diverse cultures of the Southwest and the United States as a whole;

3. an understanding of the purposes and objectives of a modern comprehensive secondary school and its place in society;

4. an awareness of contemporary curricular arrangements, developments and changes taking place in education agencies today;

5. the ability to make valid decisions concerning a career and the preparation needed for teaching (or teaching-related areas), which are based on the individual's interests, abilities, and the skills as developed from the program of preparation; and,

6. the ability to assist classroom teachers in reading in the content areas, test students to obtain reading levels, and to work with individual students in the area of reading.

B. Basic Schedules and Policies

Students will be in UNM campus seminars TTH 11:00-1:45 PM and will be assigned to public schools TTH first two periods. Professors assigned to each section will follow-up students in the public schools with supervision, and will be assisted by public school building coordinators and UNM graduate students. A file will be maintained for each student. The file will include samples of the students' work and evaluations by the instructional team.

C. Public School Activities During Module I

1. Reading in the Content Area

Time: TTH first two periods

During this phase UNM students will be assigned to individuals to tutor them in the area of reading. They will subsequently be assigned to teachers to assist them with problems in reading in content areas.

2. Understanding Adolescents

Time: TTH first two periods

During this phase UNM students will be assigned to classroom teachers. They will act as observers and tutors/teacher aides. They are also to teach a minimum of one classroom lesson.

3. The School as an Operating System

Time: TTH first two periods

During this phase UNM students will rotate around various units in the school (for visits to academic areas, students will spend the first period in discussions with teachers and the second period in classroom observations).

Junior Block

GENERAL STATEMENT OF PRINCIPLES

You are part of a new program in the College of Education at The University of New Mexico. The departments of Secondary Education and Educational Foundations are attempting to integrate theory and practice in a new block program which is designed to provide earlier and more effective exposure to school situations than previous patterns of secondary teacher preparation afforded. Since it is a new program, it is especially important that both opportunities and necessary constraints should be clear at the beginning of the experience.

First, with regard to opportunities, you will be able to participate actively in designing an educational experience that will develop your teaching potentials to the fullest. We will provide many tools and directions, but the way they are used will depend in great part upon your initiative. This entire program has been planned in response to student requests for the opportunity to become directly involved with adolescents and teaching situations as early as possible in the professional preparation sequence. Such opportunities will be provided, along with information from a wide variety of sources, to help you gain maximum benefit from a close integration of theory with practice.

Accompanying this opportunity are constraints which must be observed if this program is to survive and succeed. One such constraint is that you are not invited into the schools as change agents. To be sure, one possible role for the school in society is that of change agent, and you will be asked to explore that role along with others in the hope that you can arrive at some conclusions about the issue. However, that must remain an academic matter for the present. Also, you are not expected to change the schools, even though there may be practices with which you disagree. We will consider various alternatives carefully in this program, and such considerations may very well lead you to decide that your own classroom practices will be different from some that you see, but for the present our goal is the least possible perturbation of the existing system, into which we are entering as guests.

Another type of constraint that must be accepted is an ethical one growing from the level of interaction among individuals that we are seeking. If we are to obtain valid insights regarding problems, goals, values and motivations from interactions with adolescents, then it is absolutely essential that we maintain the highest ethical standards in all dealings with them. Their right to privacy means that we may not pry into matters which they wish to conceal, and we must maintain the strictest confidence with regard to matters which they choose to reveal. We are not functioning as therapists, nor even as diagnosticians, but as learners seeking valid insights which will help to increase our professional competence. Therefore, it is essential that we observe carefully, record accurately, and interpret data sensitively in the light of the best available theory and research. Above all, however, we constantly must be aware that we are not dealing with objects or abstractions, but with real, living human beings. Considerable attention will be given to ethical standards governing such interactions, and there can be no compromise regarding the rigor with which they must be observed.

The most important consideration motivating the junior block is the need to integrate theory and practice into a more meaningful whole for students. Toward that end, the planning team proposes heavy reliance upon field experience, inducation, and active

student participation in both the planning and execution of many learning activities. At the same time, however, the team recognizes the need for carefully structuring and systematic exposure to recognized bodies of knowledge which relate to the problems encountered by teachers in secondary schools. They reject the notion that an unstructured approach could provide the degree of insight that is possible through consideration and testing of theories and practices which have been derived through long years of study. Therefore, the team proposes a wide variety of learning experiences for the combined courses, ranging from traditional lectures and assigned readings through micro-teaching and role-playing, with video-taped feedback, to actual teaching responsibility in carefully controlled situations.

Teaching is viewed as an applied behavioral science, which means that teachers need to understand human behavior. In order to develop such understanding, it is important that they should be exposed to theory and research in ways which will combine recognized objective wisdom with their own personal observations and experiences, beginning with the study of self. From this beginning, it is hoped that class members will be able to expand their understanding to include the students they observe in the schools, peers in the class, and humanity in general. This knowledge can be applied in considerations of immediate and practical problems related to their field experiences. The preliminary outline on the following pages provides some idea of the kinds of experiences which will be designed to facilitate such goals.

MODULE I

Spring Semester 1978

		Class Topics	Assignments
Jan.	17	Introduction/Reading Problem	
	19	Getting Acquainted/Fry Readability	
	24	Silent Language/Observation & Tutoring	
	26	Physiological Aspects of Adolescences/Sibling Structure	
	31	Cultural Awareness Time/Sense Walk	School Experience Begins
Feb.	2	Cultural Awareness Space/Career Test Results	
	7	Fry-Conversion/Botel	Fry is due
	9	Cultural Aspects of Adolescents/Sense Chart	
	14	Alpha, Beta Culture Game	
	16	Reading-Rewriting for appropriate levels	Hall Assign Due
	21	Directed Reading Exercise	
	23	Emotional Aspects of Adolescents	
	28	Three Level Study Guide	Case Study I Due
Mar.	2	Cognitive Aspects of Adolescents	
	7	Midterm Exam	Reading Rewrite Due
	9	Student Teachers Talk	MID-TERM Coop. teacher eval. is due
	21	Psycholinguistics	
	23	Sociol Aspects of Adolescents	Observation Papers Due
	28	Visit Alternative Schools	
	30	Reports on Alternative Schools visit	
Apr.	4	Piaget/Erickson-Developmental Theories	Botels are due
	6	Maslow/Havighurst	
	11	Classroom Management/Discipline	
	13	Education in China	Case Study II due
	18	A whole school day experience	
	20	A Principal talks	
	25	Characteristics of Successful Teachers	
	27	A first year teacher speaks	Final teacher eval is due
			Extra Credit Due
May	2	School as an operating system	
	4	School as an operating system	Activities logs due
	9	Final Evaluation	

EF 300 & SE 361

Texts:
Educational Psychology: A Realistic Approach, Good & Brophy
Silent Language, Hall, E.T.

Grades:

SE 361 - (CR/NC) Three unexcused absences will result in a grade of NC, CR ratings are based on cooperating teacher ratings, participation, and attitude

EF 300 - (Usual letter grading system) based upon the following:

15% - autobiography - case study
10% - reading
15% - Quiz I (first 1/3 of course)
15% - Quiz II (second 1/3 of course)
35% - Ethnography
10% - Participation (your presence on campus, your presence at the schools, attitude, supervisory evaluations at mid-term and final, and your group leader evaluation which is subjective in nature)

All assignments are due when assigned. Five percent will be deducted from the assignment grade for each class day that the assignment is late. All assignments are to be typed. High Standards of English and neatness are expected of all assignments.

Percentile grades will be assigned on the following scale:

A (92-100), B (82-91), C (70-81), D (51-69), F (Below 50)

PRE-STUDENT TEACHING MODULE I

A checklist of possible or suggested prestudent teacher activities

The University of New Mexico
College of Education
Department of Secondary and Adult Teacher Education

The activities for the prestudent teacher will vary according to the assignment. This form has been prepared as a checklist of suggested experiences. The prestudent teacher should check and date the activities completed and discuss the result in conference with the cooperating teacher and return it at the end of the semester to the University supervisor.

DATE ACCOMPLISHED		ACTIVITIES
_____	1.	Meet the school principal and administration personnel.
_____	2.	Tour the school plant and facilities.
_____	3.	Attend a faculty meeting.
_____	4.	Attend a department meeting.
_____	5.	Secure and read a copy of the school handbook.
_____	6.	Survey and use the library-media facilities.
_____	7.	Study school policies or discipline and control.
_____	8.	Help with disciplinary problems.
_____	9.	Observe various classes and teachers on methods, materials, and classroom management.
_____	10.	Write a synopsis noting how you think the cooperating teacher was implementing the lesson goals.
_____	11.	Keep class attendance records.
_____	12.	Prepare stencils and materials for the cooperating teacher.
_____	13.	Plan and arrange a bulletin board.
_____	14.	Grade papers.
_____	15.	Check other student's work.
_____	16.	Do a case study on the students (physiological, Sociological, Psychological, cultural, emotional).
_____	17.	Prepare charts, instructional materials, visual aids.

DATE ACCOMPLISHED		ACTIVITIES
_____	18.	Arrange for and do an audiovisual presentation.
_____	19.	Prepare for appropriate follow up of the presentation. (see #18)
_____	20.	Tutor a student.
_____	21.	Help students during supervised study.
_____	22.	Help a student with make-up work.
_____	23.	Prepare and give a mini-lesson to the class.
_____	24.	Instruct the entire class.
_____	25.	Prepare, give, and grade an examination.
_____	26.	Evaluate progress and accomplishments each day.
_____	27.	Discuss your observations with the cooperating teacher.
_____	28.	Secure constructive suggestions from the cooperating teacher as often as possible.
_____	29.	Compare experiences with other pre-student teachers.
_____	30.	Find materials at various reading levels for a subject covered in class.
_____	31.	Determine the reading levels of the students in the class. Note the range. Give the Botel to at least one student.
_____	32.	Do readability on some classroom materials.
_____	33.	Rewrite materials at a higher or lower reading level.
_____	34.	Secure materials for a student who has special reading needs or interests.
_____	35.	Teach a directed reading lesson to the whole class.

PROBLEM

Student	Grade level	Student	Grade level
1	4.6	11	6.2
2	5.2	12	6.4
3	8.3	13	3.2
4	1.2	14	3.8
5	3.0	15	2.4
6	5.0	16	6.8
7	4.2	17	7.5
8	2.2	18	6.8
9	8.3	19	2.4
10	5.8	20	4.8

This is your class list for 1st period, 9th grade. You have given a group screening test and have determined their reading level (above). Which students should you test further?

What kind of test is needed?

Group the students into an instructional pattern for temporary instruction.

Determine the readability of the book given to you. Which students could you expect to succeed with this book?

Which students might you expect to have low phonic skills?

What can you do about it?

READING LEVELS

There are skills levels for all subjects. Whether the teacher is aware of it or not, a student is at one of these levels in every subject he takes. Since most subjects are contingent upon reading skills, ideally the teacher of any subject should recognize the level at which a child is reading the material offered him. Unfortunately, most teachers for one reason or another are unaware of what level his students are reading the material which he, the teacher, is asking him to read. Reading teachers ordinarily view reading by thinking of it in three levels:

1. Independent
2. Instructional
3. Frustrational

The Independent Level

This is the level at which a student reads freely and comprehends. He does this without needing instruction. If, on a 100 word passage, he makes only one or two errors in pronounciation, and if he understands what he reads, he is reading the independent level.

This is useful for any teacher to know for two reasons. He can read for enjoyment and work can be sent home at this level.

The Instructional Level

If the student makes no more than ten percent error in pronounciation and understands seventy-five percent to ninety percent of what he reads, he is reading on the instructional level. In other words, if in a 100 word passage he mispronounces no more that ten words and misses no more than two out of five questions you might ask on that passage, then he is reading that passage at an instructional level. This is the level at which you teach.

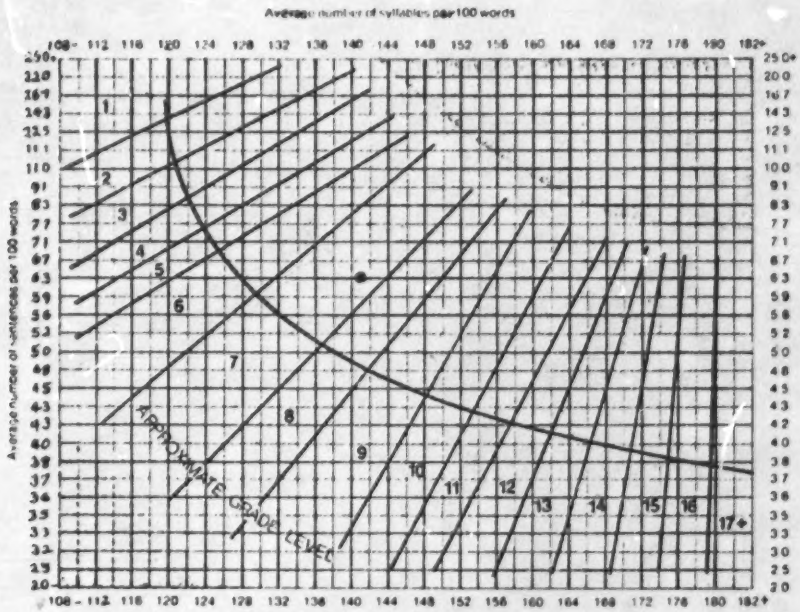
The Frustration Level

When a student makes more than ten percent error of pronounciation and understands less than seventy-five to fifty percent of what he reads, it is frustrating. The time will come when he will either shut off the process or react in a violent way. Not all, but many discipline problems resolve themselves if we will only learn what level a student is working at. Gear the instruction to that level. Most important is that he cannot learn unless that is done--especially when the student is expected to learn from the printed medium.

Figure 2

GRAPH FOR ESTIMATING READABILITY—EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and *&* is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

SMOG GRADING

1. *Count 10 consecutive sentences near the beginning of the text to be assessed, 10 in the middle, and 10 near the end.* Count as a sentence any string of words ending with a period, question mark, or exclamation point.
2. *In the 30 selected sentences count every word of three or more syllables.* Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if you can distinguish at least three syllables when you read it aloud in context. If a polysyllabic word is repeated, count each repetition.
3. *Estimate the square root of the number of polysyllabic words counted.* This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than that of 121.
4. *Add 3 to the approximate square root. This gives the SMOG Grade, which is the reading grade that a person must have reached if he is to understand fully the text assessed.*

THE FRY READABILITY FORMULA

BOOK TITLE_____ PUBLISHER_____

GRADE LEVEL_____ COPYRIGHT_____

SUBJECT_____

PAGE	START	END	SYLLABLES	SENTENCES	READABILITY

RANGE OF READABILITY

DETERMINING READABILITY

SELECTIONS WITH LESS THAN 100 WORDS

Sometimes teachers want to evaluate selections which are less than 100 words in length. This is particularly true for essay test questions, math problems, directions to an activity, or brief articles. Fry's graph can still be useful; however, the directions must be adapted because the graph is based on 100-word selections. The following procedures should be used:

1. Count the total number of words in the selection and round down to the nearest ten. For an example, if there are forty-four words in your selections, use only the first forty to make a count of the number of syllables and sentences.

2. Count the number of syllables and sentences in the selected words.

3. Multiply the total number of sentences and syllables by the number in the Conversion Chart (below) which corresponds with the number of words in your selection.

CONVERSION CHART FOR FRY'S GRAPH

FOR SELECTIONS WITH LESS THAN 100 WORDS

If the number of words in the selection is:	Multiply the number of syllables and sentences by:
30	3.3
40	2.5
50	2.0
60	1.67
70	1.43
80	1.25
90	1.1

4. Refer to Fry's graph to find the grade level band which indicates the readability level.

USING THE FRY READABILITY GRAPH, DETERMINE THE READABILITY LEVEL OF THE FOLLOWING:

California is in desperate need for more water for its booming population. More than a thousand people move into the state every day - mostly in the southern two-thirds of the state, where all the available water is now being used up. New supplies must be found - soon - or this growth must stop.

The population growth is astonishing. The number of residents has doubled since World War II, and is now approaching 17 million. By the turn of the century there may be 50 million - and half of them will live in the nine counties in the Los Angeles area.

Kibbutz Einot, Israel - Each morning at 5:30 the American alarm clock drags Norman Checkoway awake. He shuts it off quickly and washes and dresses with quiet care in the chill dark. He does not want to disturb his wife, Barbara, who can sleep a little longer.

No longer does he put on a suit and tie and drive from his home in Massachusetts where he has taught art for 17 years. Instead, he pulls on work clothing and heavy shoes and tramps through the darkness to a large dining hall nearby.

Small forest animals are not in danger of Polar Bears. Polar Bears are a little smaller than Big Brown Bears, but just as heavy. They live in the cold north. They eat fish and seals and sometimes dead whales. They do not sleep in the winter, so they are a danger all year long. There are other things that make the danger great. Their white fur blends into the ice and snow around them, so they can't be seen easily. They can swim very well, as much as three to six miles an hour. They have large pads of fur on their feet that keep them warm and keep them from slipping on the ice. They can run up to 25 miles an hour too.

PREPARING MATERIALS AT VARIED READABILITY LEVELS

OBJECTIVES:

1. State two major reasons for writing or altering materials for varied readability levels.

2. Take a passage written at the twelfth-grade reading level and alter it to make it suitable for a student reading at the sixth grade level.

3. Select a topic from your content field and write a 100 word passage at the 9th grade level and at the 5th grade level.

HOW TO WRITE MATERIAL AT VARIED LEVELS:

1. Write the materials as if you were talking. After the ideas are organized in a manner that clearly expresses the idea you are trying to get across, they may be altered in terms of number of syllables and sentences.

2. Check the reading level by using Fry's Readability Graph. Use the graph the same way you would to determine readability of material already printed.

3. If the material is not at the level needed, adjust the readability by adding or decreasing sentence length or/ and number of syllables by substituting words.

THE FOLLOWING SELECTION HAS 100 WORDS, SIX SENTENCES, 166 SYLLABLES. IT IS WRITTEN AT TWELFTH-GRADE LEVEL. REWRITE IT AT THE SIXTH GRADE READABILITY LEVEL.

When speaking to someone, you are communicating information or ideas from your mind to his. If you communicate effectively, you control the flow of information and ideas in such a way that the listener can follow you easily. You do this by using changes in stress and pitch and by using pauses. Likewise, you use punctuation to control the flow of information in writing. Punctuation separates one sentence or thought from another, thus keeping the relationship among parts of the sentence clear and distinct. The comma is especially useful for this purpose, so remember to use commas to separate thoughts.

REWRITING TEST ITEMS

Rewrite the following questions which are written at the 12th grade level to read at the 5th grade level. (12th grade level contains 102 words, 157 syllables, approximately 4.0 sentences.)

Before rewriting:

1. Examine the 5th grade band on Fry's graph.
2. Determine how many sentences and syllables indicate approximately 5th grade level.
3. Write the following questions as if you were talking to your students.

SAMPLE TEST ITEMS

Essay questions:

1. What effects do you think Europe's great population growth in the nineteenth century had on the population growth of the United States during the same period?

2. What are the Soviet planners doing to overcome the hazards of the droughts which are so prevalent throughout the grassland areas of southern USSR?

True and False

1. Penetration of the interior of Africa was a relatively easy matter for the explorers because of the continent's many navigable rivers.

Short Answers

1. Name an area in northern Eurasia where farming is not an important occupation because there is no month which is free of frost, hence, where it is too cold for food crops to be grown except in sheltered places.

OVERVIEW - TEACHING A D R T A

(Directed-Reading-Thinking Activity)

There are five objectives for a DRTA:

1. To improve the student's ability to concentrate on what he is reading

2. To improve the student's ability to read for facts, organization, and main ideas.

3. To increase the student's reading vocabulary

4. To enable the student to understand the meaning of language devices (i.e. figurative language, sentence patterns, etc.)

5. To practice applying thinking procedures to written material.

These objectives are based on the assumptions that reading comprehension requires concentration that can be sustained until the meaning is extracted, that reading comprehension is based on oral language development, that comprehension is related to experience, and that reading comprehension is inseparable from thinking.

The Directed Lesson is normally taught in two sessions. During the first session, the following four steps are carried out:

Step 1: Teach the student the vocabulary he must know to understand the selection

Step 2: Relate the selection to the student's experience

Step 3: Establish a purpose for reading

Step 4: Provide time for the student to read the story and accomplish the purpose.

During the second session, the following steps are taken:

Step 1: Evaluate and reinforce the objectives achieved during the first session

Step 2: Have the students reread the story silently in parts. Identify areas where the student may be having difficulty comprehending and work on that aspect individually.

Step 3: Plan some enrichment activities that lobically follow from the content of the story.

The following is a more specific outline of the steps to follow in developing a directed reading thinking activity.

I. Read story

II. Make a teaching plan
  A. Unfamiliar words
  B. Difficult concepts
  C. What skill or concept you wish to teach
  D. What follow-up will be used
    1. Test constructed
    2. Skill sheets developed
    3. Materials needed to make graphs, models, etc. should be collected.

III. Meet class or child and develop readiness
  A. Good questions are:
    1. What do you think the selection will be about?
    2. Why do you think so? (There <u>are no</u> right answers.)
  B. Be sure students know enough about concepts before preceeding.

IV. Have students predict what will happen (set purpose for reading) The following are suggestions of what to utilize in purpose setting process.
  A. Title and first picture
  B. Title and first two pictures
  C. All pictures and title
  D. Only the title
  E. Only the pictures
  F. Read to end of first page and then reset purposes
  G. Read to middle of story and then report on purposes
  H. Use title and first picture and read one-third (1/3) of story and then report on purposes and then read on until two-thirds (2/3) of story has been read and again report on purposes. Reset purposes and finish story.
  I. Read in smaller sections and have students report on purposes for reading.

Appropriate teacher behavior while students set purposes:
  A. Listen to pupil's ideas
  B. Be patient
  C. Don't tell answers
  D. Give help by asking questions
  E. Let everyone participate

V. Silent reading after purposes have been set (can be small sections of it or entire story. Briefly help those who need help with vocabulary or concepts. Observe students for signs of difficulty with comprehension.

VI. Comprehension - should be discussion with oral rereading.

A. Were predictions correct?
B. Did students grasp purposes set for reading?
C. Reclarify concepts

VII. Reread orally (done simultaneously with above discussion)

A. Purpose of rereading
1. Student rereads orally to prove he is correct in his knowledge of concepts (may also prove he is incorrect.)
2. Proves his predictions were correct or incorrect
3. Finds appropriate vocabulary
B. Value of rereading orally
1. Teaches skimming and scanning
2. Gives practice in oral reading
3. Teacher can observe word attack skills and expression (an indication of comprehension and use of punctuation.)

VIII. Follow-up

A. Comprehension check
1. Should be a part of the discussion
a. type of questions teaches skill desired
b. from discussion, teacher knows if concept is learned
2. Can be a test, construction of a graph, model, writing a script, drawing, etc.

Types of comprehension checks:

Telling the Sequence of Events:
1. What was the first thing that happened?
2. What happened next?
3. What did they do after...
4. What did they do before.....
5. What was the last thing they saw?

Determining Main Ideas
(In teaching Main Ideas, the teacher should give a clue to avoid guessing on the part of students.)
1. The main idea of this part of the story tells... What is the main idea?
2. The most important idea tells what the main character did. What is the main idea?
3. The main idea tells what happened at the beginning of the story. Who will state this main idea in a sentence? Now shorten the sentence to a title (or a headline).

Making Inferences:
1. What inference can you make about.....? Why?
2. What can you infer about.....? Why?
3. What makes you think....?
4. Why might you suspect that....?
5. What clues are you given about....?

Identifying Cause and Effect Relationships:
1. What caused this to happen?
2. What was the reason for this happening?
3. Why?
4. What was the result of....?
5. What was the effect of....?
6. As a result of....what happened?

Predicting Outcomes:
1. What do you predict will happen? Why?
2. What do you think will happen? Why?
3. What do you foresee?
4. What do you anticipate?
5. Why might you predict that....?

Making Comparisons:
1. How are..and..alike? How are they different?
2. How does this compare with....?
3. In comparison with....., how is this different?
4. What are the similarities? What are the differences?
5. Which was the largest (smallest, newest, bravest, etc.)?

Recognizing and Solving Problems:
(Identify and evaluate problems)
1. What difficulty was there in...?
2. What problem had to be solved before...?
3. What handicap did the main character have to overcome?

(Analyze solutions)
1. What better way...?
2. What would you have done to solve the problem of....?
3. How did the main character overcome....?

Recognizing Descriptive Language and Word Imagery:
(A teacher calls attention to words or expressions that are particularly descriptive of a feeling, mood, or situation and helps students to appreciate the contribution of vivid vocabulary to the enjoyment of reading.)
1. What colorful words does the author use to describe....
2. What words or phrases paint a mental picture of....?
3. What vivid descriptions make this story so interesting?
4. What expressions make this scene come alive?
5. What description appeals to the sense of sight?...of sound?

Classifying Information:
1. What things can be grouped together?
2. What things are alike?
3. What things have similar characteristics?
4. What facts are related?
5. How would you classify things that have common characteristics?

Distinguishing Between Fact and Fiction (Fantasy, Legend or Opinion)
1. What parts of this story are true-to-life?
2. Could this incident really have happened? Why or why not?
3. Would this part of the story be true-to-life or fantasy?
4. Was this person's experience real or imaginary? What makes you think so?
5. What evidence is there that this statement is not fact, but only the author's opinion?

TEACHING STRATEGIES IN A DIRECTED READING ACTIVITY

1. Development of readiness and motivation. Readiness is developed by introducing difficult words and explaining the comprehension skills objectives of the lesson. The teacher also motivates by describing the background or interesting features of the story.

2. Development of comprehension skills. Comprehension skills are developed through guided reading of the story.

a. The teacher directs the reading by asking questions in terms of specific reading skills objectives. (For example, "What inference can you make about....? or "What could you predict will happen when....?
b. The students read silently to find answers
c. The teacher and students discuss the answers orally.
d. The students reread passages orally, as necessary, for verification of answers.

3. Development of vocabulary skills. Vocabulary skills are developed under the teacher's guidance with active involvement of the students.

a. The teacher writes on the chalkboard the word that exemplifies the skill to be taught. (For example, the word careful, to teach the suffix ful.
b. The students pronounce the word
c. The students write the word, underlining the specific phonetic or structural element to be analyzed.
d. The students give examples of other words that exemplify that skill.
e. The students may further practice the skill by using the words in a vocabulary game.

4. Reinforcement and evaluation. After the development of comprehension and vocabulary skills, the related follow-up practice material is introduced and explained by the teacher, then completed independently by the students. Before the written evaluation, the teacher may evaluate the comprehension skills orally by asking one or two questions in terms of the skills objectives. (For example, "Today we made inferences about characters in the story. What inference did we make about....? or "In reading the story today, we predicted the outcome of certain events. What did we predict about... "What facts led us to make this prediction?

The following are examples of questions for teaching the comprehension skills:

Stating Details, Facts, and Information

1. Who did it?
2. What did he do?
3. Where did he go?
4. When did he do it?
5. How did he do it?

These questions are for evaluation of literal comprehension.

THREE LEVEL GUIDE

What is comprehension? We sometimes hear the remark, "Johnny isn't comprehending," as if comprehension were one general ability which a student either has or doesn't.

Herber and others[1] maintain that comprehension is plural, an aggregate of many skills. Herber suggests that if teachers would think in terms of three levels of comprehension, the task of teaching to incorporate the different levels of cognition may be simplified. He suggests it is useful to think of the comprehension levels as 1) literal; 2) interpretive; 3) applied. Each level requires the understanding of the previous level or levels to function. There is a sequence to comprehending.[2]

Many educators feel a basic premise of education is to develop independent learners. To do this, there is a need to acquaint students with the structure of various disciplines and equip students with the skills to explore the disciplines independently. Students often need guidance in their reading and thinking if they are to understand the structure and skills needed.

Often teachers make the mistake of assuming students possess skills they, in fact, do not. The main purpose, then, behind Herber's and others advancing the method or technique of a "three level study guide," is to offer a way in which students can be shown <u>how</u> to do what is required of them and to do it in such a way that they develop an understanding of the process while simultaneously learning concepts of a particular content.[3]

Herber and others suggest that the use of a three level guide outlines a system for instruction which a) provides experiences for students which promote a predisposition toward a particular type of learning, b) specifies ways in which content knowledge can be structured so that content may be learned concurrently with simulated practice involving the processes of reading and thinking skills, and c) indicates a sequence as well as an instructional framework in which materials can be presented to best facilitate learning.

Realizing that there are many ways to accomplish the same educational ends, this presentation is made to suggest an addition you might want to incorporate into your repertoire of teaching methods.

DIRECTIONS FOR CONSTRUCTING THREE LEVEL READING GUIDES

Criteria for material selection:

1. Support concepts being taught?
2. Not too long?
3. Suitable in reading level for students?

Steps in construction:

1. Find an appropriate piece of material.
2. Code it. Mark sentences or paragraphs which you want to extract statements from.
3. Create statements at the Literal, Interpretive, and Applied levels.
4. Include a set of directions for students.
5. Provide a space for students to indicate the sources of their information (a simple coding system).
6. Keep the length of reading material and guide within limits so that it can be completed within a class period.

Implementation:

1. Motivation. (Show how to do it.)
2. Grouping students for completion of discussion it important.
3. Do not try to achieve closure on answers, especially in interpretive and applied levels. The important thing is for students to be able to back their answers with hard facts and with analogies.

DIRECTIONS FOR USING A THREE LEVEL GUIDE

1. Read the statements from the literal level set of questions.

2. As you read the selection, refer back to the statements in the guide. Check those statements that you believe the author said in the selection.

3. Code the selection. This means, number the sentences or paragraphs so you can refer back to them more easily when showing relationships for each group of guide questions.

4. After you have selected and coded the statements you believe are representations of what the author said, compare your answers with your group members. Try to resolve differences. Be careful not to accept implications as literal statements.

5. When you have completed your comparisons and resolved your differences, go on to the next level of statements.

6. You have read the selection and are familiar with its contents. Look at the section labeled Level II, Interpretive level. Check each statement you believe represents what the author meant. Refer back to the reading to identify the information which, when combined, forms the relationships represented by the statements.

7. After you have selected and coded the statements, compare your responses with the group. Try to resolve differences. Interpretation depends on the information you select to combine into sets from which meaning is derived. Your experience and knowledge will influence what you determine to be possible fits.

8. Check those statements which represent ideas not necessarily stated in the reading selection but can be supported by the relationship formed from the combination of the author's meaning, determined through the interpretive procedure, with ideas that lie outside the article itself. Again, compare your responses with those of the group.

Adapted from: Harold L. Herber, Teaching Reading in Content Areas (New Jersey: Prentice-Hall, Inc., 1970), pp. 66-81.